

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

Your Name	Sage van Eekhout
What is the performance task for your unit?	iBook
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	iBook Authors
Lesson # in which students will create the performance task	Lesson #4

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Research of content	https://digitalliteracy.cornell.edu/tutorial/dpl3000.html	Students will have researched different historical events, in this unit and in other units. The first time they research a topic, an activity or lesson will be planned with the librarian of the school along with the teacher to teach good researching skills.
Outline	https://thatcollegekid.com/how-to-create-a-successful-outline/	Students will learn how to outline a paper in an activity before the first paper is due in class. There will be worksheets provided to jot down notes on.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Searching for photos and graphics	http://www.loc.gov/pictures/	Student's web gallery that they have created during the unit will be useful to them as they look for pictures for their iBook. We will go over in class what sources are good places to find photos.
Searching for YouTube videos or videos	http://www.pbs.org/black-culture/explore/civil-rights-movement/#.WKEyl7YrKT8	Students will have put different videos in with their web gallery too so they can refer back to those.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Inserting text	https://help.apple.com/ibooksauthor/mac/#/blsfc6ef3f5	Students will learn how to do this in their one paged iBook assignment where they will become familiar with the iBook Authors interface.
Inserting interactive widgets	http://www.apple.com/ibooks-author/gallery.html	Students will learn how to do this in their one paged iBook assignment where they will become familiar with the iBook

		Authors interface.
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4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Exporting to iBooks	http://www.dummies.com/consumer-electronics/tablets/ipad/exporting-from-ibooks-author/	Students will learn how to do this in their one paged iBook assignment where they will become familiar with the iBook Authors interface.

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Sharing on google docs	https://support.google.com/drive/answer/2494822?co=GENIE.Platform%3DDesktop&hl=en	Students will share their one paged iBook with the teacher through Google Docs for grading.
Presenting on iBooks	https://support.apple.com/en-us/HT201478	Students will present their one paged iBook during a "poster session" when the assignment is due.

